Lesson Plan #1 Title: Monochromatic Abstract Yarn Canvas   Length: 6 hours
Middle school grade level: 8th grade
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Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students <u>already know</u> *and* what they <u>will need to know</u> to be successful.

Pre-Assessment: ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.
Based on conversations with my mentor teacher, students have not worked with yarn all that much. To better assess their knowledge of yarn and canvases they will be answering questions on a google form. The objective of this lesson is to acquire technical skills and get a better understanding of abstract art. The google form link will be accessible to students via Schoology and will be a total of one point to ensure students submit their responses. We will then have a class discussion after they submit their responses to go over their answers and allow the to ask questions. Do you fully understand the meaning of abstract? Have you worked with a canvas before? Have you ever worked with yarn before?

Performance: **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)
R – The role of the students is to be the creators. They will be painting, assembling, and gluing their art piece to have it come together and work as an abstract piece. A – The audience will be their peers and teachers (Mr. Abrahams & I) and possibly every teacher and student in the school depending on if the students are able to hang their work up in the hallway. F- Pre-Assessment will take place first, the day before the introduction. There will then be a presentation of materials, steps, final pieces, and other artist who have created similar pieces. A planning period so students can sketch out ideas in their sketchbook. Class time to work on assembling their abstract pieces. Students will then critique their peers finished pieces via Schoology by leaving one compliment and one area they think they could work on. T – Abstract, yarn, canvas, technique

Concepts: List the **big ideas** students will be introduced to in the lesson. <u>These ideas are universal, timeless and transferrable</u>. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

The overall big idea for this lesson is to give student a better idea of the term "abstract" and to work on their technical skills. Working with yarn allows the students to have access to materials they may bot have outside of class and think outside of the box. When it comes to creating an abstract piece with yearn it takes technique and precision. Students will come to realize this as the begin working

Enduring Understanding (s):
Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Students will better understand abstract art through research and technical skills.

Standards: (All lessons should address all standards.)
1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:
Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.
Should be written as: Objective. (-Co Visual Art Standard: _____ - GLE:_____ -SHoM:_____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

- Through the presentation and class discussion students will have a better understanding of fiber art, abstract art, and the definition of monochromatic as well as what is expected of them throughout this assignment. (CO Visual Standard: Observe and learn to comprehend – GLE: Interpret works of art using the language of visual art and design and conceptual art frameworks – SHoM: Express, observe, understand the art world – Art Learning: comprehending – Technology)
- After the presentation and research students will begin their sketches. They will design three potential sketches that they might use and come to a conclusion on one of what they want to pick. They will also write their potential colors down on their sketches to get a better idea of their fish monochromatic piece. (CO Visual Standard: Invent and Discover to Create – GLE: Demonstrate technical proficiency and craftsmanship in the creative process – SHoM: Envision, understand art world, stretch and explore – Art Learning: Planning, designing conceptualizing)
- Students will then be deciding on what color they want to use or if they want to mix colors to get a color that would encapsulate their ideas. They will then paint their canvas. (CO Visual Standard: Invent and discover to create – GLE: Employ feedback, planning and ideation processes to develop artistic voice – SHoM: Envision and develop craft – Art Learning: planning, painting, mixing paint)
- When students have completed painting their canvas they will then move on to picking out their yarn. Once they have a minimum of three colors and a max of five, students will then begin gluing their yarn on their canvas based on the sketch they picked for their final piece. (CO Visual Standard: Invent and Discover to Create – GLE: Demonstrate technical proficiency and craftsmanship in the creative process – ShoM: Develop craft, engage and persist – Art learning: signing, gluing, technical skill)
- Once students' pieces are complete they will take a picture of their final piece to turn into Schoology so that their peers can critique the art pieces. Students will also turn in the physical copies of their artwork to be graded. (CO Visual Standard: Envision and Critique to Reflect – GLE: Utilize visual literacy skills to establish personal meaning and interpret the artistic intent of others. – ShoM: Reflect, Engage & persist – Art learning: critique – Technology, Literacy)

Differentiation:
Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Studen ts must still meet the objectives**.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	- If a student is unable to work with yarn they can utilize paint to create abstract lines instead of the yarn - Students who still struggle with these definitions and meanings will be able to get a better idea by completing their research.	- Everyone will be able to participate in this activity and have access to all needed materials
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	- Students who are advanced in this activity can create shapes with the yarn instead of wavy or curvy lines which will test their technical skills even more	- Students will be able to show their technical skill and understanding of abstract art accurately

Literacy:
List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Literacy will be integrated into this lesson in two ways. The first is by having the students complete a written critique via Schoology. Students will comment under 3 peers' posts: 1 compliment and 1 thing they think the peer could fix or adjust.

Vocabulary:
- Abstract
- Painting
- Canvas
- Yarn
- Fiber Art
- Fibers
- Technical
- Monochromatic

Materials:
Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Everyone will need:

- Medium sized paint brush x1
- Canvas x1
- Paint (One color of their choice)
- Yarn (minimum of 3 colors max of 5)
- Yarn glue (1-2 per table to share)
- IPad

Resources:
List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Artist: Ms. C and @bribriscraftycorner on TikTok
Presentation on google slides: https://docs.google.com/presentation/d/1-4hLP52QGLO7OpdfOyAagSie8MRZMOxRa1tpC2NNTts/edit
Pre-Assessment Google form:
https://docs.google.com/forms/d/e/1FAIpQLSfDqXEq1IqFUrtkmHdiygWGvrvXOn0tihWjDPMRaNOFzQxqhw/viewform
Post assessment self-reflection:
https://docs.google.com/forms/d/e/1FAIpQLSfXdj365wocrUPxT8w_I_L5Fic7ZcIIIDvK1CxDm0wkw2KHnw/viewform

Preparation:
What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Create google form
- Create presentation
- Order materials (Yarn, glue, and canvas)
- Create assignment on Schoology
- Get materials out and ready
- Bring in physical example

Safety:
Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Proper use of paint (avoid consumption or touching of eyes)
- Proper use of glue (avoid consumption or touching of eyes)
- Using yarn correctly and not playing with it or wrapping it around peers

Action to motivate/Inquiry Questions:

- What is the meaning of abstract?
- Do you think it Will be difficult to work with yarn?
- What does monochromatic mean?
- What color are you going to use?
- Which way do you think you'll lay your canvas? (Horizontal/vertical/sideways?
- Presentation with inspiration pictures

- After the presentation students will utilize their iPad to research artists freely, who utilize yarn in a unique way or other artist who glue their yarn to canvas as well
- Students will then sketch ideas. They must have 2 – 3 sketches of potential ideas and this can be done via Sketches pro which every student has access to or they can draw it in their sketchbook with pencil.
- After their sketches are done, they will have a discussion as a table of each students sketches to come to a conclusion of what piece they think they will create.

Each writer should identify which part you will teach and lead during the peer teaching.

Day 1	**Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)** - Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - They will get a two minute warning before it's time to clean up their drawing supplies and submit a picture of their drawing to Schoology.	**Learning** - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) **UNDERSTAND** - Students will engage in the presentation allowing them to learn about the subject, begin research and explore ideation.	**Time** -15 minutes to complete sketchbook challenge - 10 minutes to present slides and introduce new project - 2 minutes for questions

	- The teacher will then present the [slides](#) and introduce the new assignment. Students will be able to ask questions as I go. - . - Students will then grab their iPads and begin researching inspiration pictures of fiber artists/ abstract yarn art. - If time allows, students may start their sketches after completing their research. - Students will begin to clean up 3 minutes before dismissal if they got drawing materials out.		- 15 minutes for research and begin sketches of ideas for final piece - 3 minutes for clen up	
Day 2	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - They will get a two minute warning before it's time to clean up their drawing supplies and submit a picture of their drawing to Schoology. - Students will then grab their iPads and continue researching inspiration pictures of fiber artists/ abstract yarn art if they did not finish on the first day. - All students should begin their sketches today about their composition after completing their research. Sketches should be covered and monochromatic. - Students will begin to clean up 3 minutes before dismissal if they got drawing materials out.	- Students completed the sketchbook challenge by using their technical skills. - Students will complete 2-3 sketches after the research.	-15 minutes to complete sketchbook challenge - 5 minutes to finish research -22 minutes to work on sketches - 3 minutes to clean up drawing materials	
Day 3	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - They will get a two minute warning before it's time to clean up their drawing supplies and submit a picture of their drawing to Schoology. - Students should be finished with sketches today - They will then begin to get their materials by first picking their color and painting their canvas. After it is painted they will place it on the drying rack. Students will reference their sketches. - If students get this far they may begin icking out their yarn. - Students will begin cleanup 5 minutes before class if they used paint.	- Students then need to come to some conclusions about their final art piece and what color paint they think would look best for their piece, allowing them to be independent and make creative decisions.	-15 minutes to complete sketchbook challenge -10 minutes to finish up sketches -15 minutes to get paint and canvas and paint the canvas -5 minutes for clean up	

Day 4	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - They will get a two minute warning before it's time to clean up their drawing supplies and submit a picture of their drawing to Schoology. - Students need to be finished with painting their canvases today - I will be demoing how to glue yarn to canvas. Note:The canvases must be painted and dry before gluing the yarns on. - Students whose canvas are dry will the begin to pick their yarn colors to create their monochromatic piece - Students will begin cleanup 5 minutes before class is out	- Students will complete the sketchbook challenge. - - - - - - - Students will then engage in the teacher demonstration.	-15 minutes to complete sketchbook challenge -5 to finish painting canvases - 10 minutes to demo gluing yarn -10 minutes to pick out yarn and begin gluing - 5 minutes to clean up
Day 5	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - They will get a two minute warning before it's time to clean up their drawing supplies and submit a picture of their drawing to Schoology. - All students should be gluing yarn today in their desired location - Students will begin cleanup 5 minutes before class is out	- Students will complete the sketchbook challenge. Students will be practicing their technical skill while gluing their yarn to the canvas	-15 minutes to complete sketchbook challenge - 25 minutes to work on gluing their yarn -5 minutes to clean up
Day 6	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - They will get a two minute warning before it's time to clean up their drawing supplies and submit a picture of their drawing to Schoology. - Today is a work day and after sketchbook challenge students have the full class period to work. - Students will have 5 minutes to clean up	- Students will complete the sketchbook challenge. - Today will allow the students to focus for a period of time on their technical skill. They should be gluing yarn to their canvases.	-15 minutes to complete sketchbook challenge - 25 minutes to work on project -5 minutes to clean up

Day 7	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - They will get a two minute warning before it's time to clean up their drawing supplies and submit a picture of their drawing to Schoology. - 10 minutes to clean up materials - Today is the last day students can work on the project and need to be finished and have it turned in - I will have a discussion with the whole class about critique. After students have it turned in they will leave their comment critiques on Schoology to 3 other peers	- critique forces students to stick to time constraints and allows the to receive feedback on their art.	-15 minutes to complete sketchbook challenge - 10 minutes to finish up work - 10 minutes to clean up materials - 10 minutes to comment critiques on Schoology

Student reflective/inquiry activity:
Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)
- After students finish their piece they will be participate in a critique on Schoology commenting on 3 peers posts. Their comment will consist of one compliment and one thing they think their peer could fix or change - After completing the critique students will fill out a Post Assessment self reflection on google forms reflecting on things that went well throughout their project as well as things that wen wrong or could have gone better.

Post-Assessment (teacher-centered/objectives as questions):	**Post-Assessment Instrument:**
Have students achieved the objectives and grade level expectations specified in your lesson plan?	How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.
- Mr. Abrahams and I will be evaluating students based on participation through the entire lesson, willingness to work, technical skill and how well they achieved the learning objectives stated in the rubric. - We will also look at students completion of the pre and post assessment and how much thought and effort they put into filling them out. -	- 3 critique comments on Schoology containing one compliment and one thing they can fix or adjust - Post assessment on google form reflection on themselves and their work - Meet requirements of the rubric.

Each writer please write your own reflection for the entire peer teaching. Identify your name at the beginning of your reflection.

First written by Dr. Fahey, revised by Dr. Chien in 2022

Self-Reflection:
After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)

Many things went well throughout this project. One of the main successes of this project was the excitement students had to make this. When I first introduced myself to the students I showed them some of my artwork. This project was one of the pieces I showed them and they were very interested in it. It's one of the reasons I picked this lesson for them. Another success was students' final pieces. All of them were fully complete, well thought out and monochromatic. Students were respectful with materials, especially the yarn. For the most part students were on task and focused. Some things I would change or do differently next time is I would have started this project out with a rubric. Once I revised this lesson plan I added a rubric but it would have gone smoother if students looked over/ knew the expectations from the get go instead of after the presentation and introduction. I would also add more flow throughout the presentation while presenting it. The presentation made sense to me because I know the expectations and what the project is but to the students it was a little confusing. I was surprised that students were as excited as they were to create these pieces. Many of them found it relaxing and satisfying to create which was great to hear. All the lesson objectives were achieved throughout this lesson which was my biggest success. Every student had a better understanding of fiber art, abstract art and the definition of monochrome. They all got a better idea of how to create sketches for a project utilizing fiber. They were above to understand why erase arch is important before jumping into a new project. They all knew how to paint their canvases and what monochrome color they wished to use. They understood the importance of photos and how a bad photo can make your piece look different as opposed to how it looks in real life. They also understood how to assess not only their own work p0ut other peers' work as well through the self-reflection and critique process. For my next project I want to create something with collage to expand students knowledge before they head to high school. I plan on having them utilize magazines to rip out 3 images for it, glue them to paper and "fill in the blank" between the ripped out images of the magazine. This will allow them to have a ton of creative freedom and see some unique artwork.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Google form pre-assessment link:
https://docs.google.com/forms/d/e/1FAIpQLSfDqXEq1IqFUrtkmHdiygWGvrvXOn0tihWjDPMRaNOFzQxqhw/viewform

Google form post assessment link:
https://docs.google.com/forms/d/e/1FAIpQLSfXdj365wocrUPxT8w_I_L5Fic7ZcIIIDvK1CxDm0wkw2KHnw/viewform

Presentation Link: https://docs.google.com/presentation/d/1-4hLP52QGLO7OpdfOyAagSie8MRZMOxRa1tpC2NNTts/edit